



Department of
Education

Shaping the future

West Byford Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

West Byford Primary School is located in the Shire of Serpentine Jarrahdale, approximately 41 kilometres south of the Perth business district, within the South Metropolitan Education Region.

Opening in 2013, the school gained Independent Public School status in 2014.

There are currently 825 students enrolled from Kindergarten to Year 6.

West Byford Primary School has an Index of Community Socio-Educational Advantage of 993 (decile 5).

The highly engaged Parents and Citizens' Association (P&C) and School Board provide community support to the school.

The first Public School Review of West Byford Primary School was conducted in Term 1, 2021. This 2025 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and reflective school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- A culture of reflection and continuous improvement, strongly led by the school leadership team, was evident leading to consideration of the impact of school operations on student achievement.
- Staff approached the Public School Review as an opportunity to reflect and strategically plan for continued school improvement.
- Well-structured domain overviews provided the review team with a clear narrative of the school's performance and demonstrated links between the analysis of evidence and planned actions for improvement.
- Judgements made by the school as to their progress in meeting the Standard were reflective of the school's current performance and clearly planned future actions were included within the Electronic School Assessment Tool.
- A broad range of well-informed and enthusiastic staff, students and parents contributed to the discussions held with the reviewers during the validation visit, providing authentic reflections in support of the school's self-assessment.

The following recommendations are made:

- Determine the most impactful and efficient placement of evidence to minimise repetition of analysis.
- To maximise the opportunities for staff voice in the validation process, consider a less formal approach to interviews, permitting a free flowing and open conversation.

Relationships and partnerships

Described as an extension of the family, the school community enjoys authentic and trusting relationships between all stakeholders. This is exemplified in the fine balance achieved between care and academic challenge enjoyed in relationships between staff and students.

Commendations

The review team validate the following:

- A strong culture of collaboration between staff is underpinned by mutual respect, trust, collegiality and a collective commitment to student success. Relationships are a priority and drive support for students.
- The welcoming reception area and school officers provide a vital link between families, the wider community and staff.
- Staff relationships are respectful, inclusive and demonstrate a deep knowledge and common understanding of their students and the school's strategic direction. Staff hold themselves accountable, ensuring a culture of quality collaboration, feedback, empowerment and commitment.
- Extensive engagement with the Serpentine Jarrahdale Network exists and is highly valued. The implementation of a consistent, evidence-based, network approach to reading and aspirant leadership development is producing positive outcomes for students.
- The School Board is invested in developing its aptitude to actively support the school's ongoing improvement through participation in discussions around student data and the setting of strategy.

Recommendation

The review team support the following:

- Promote diverse parent representation on the School Board and consider succession planning to maintain representation.

Learning environment

An ethos of care sits at the heart of the learning environment at West Byford Primary School. Wellbeing is a central focus with programs positively supporting engagement and attendance. Proud and focused, there is an unwavering commitment by staff to understand and acknowledge the needs of all students.

Commendations

The review team validate the following:

- The school is aspirational in their expectations for all students and transforming the learning environment is a core focus of the school improvement agenda. Emphasis is placed on maintaining an environment that delivers structured, evidence-based practices, fostering high expectations and a positive and inclusive culture to enhance student engagement.
- The implementation of Positive Behaviour Support (PBS) and a focus on positives, prevention and the explicit teaching of expected behaviours, has enabled the school's TRACK¹ agreements to remain a consideration within the learning environment.
- Student voice, agency and leadership are valued and contribute to the notion of empowerment and school pride. There are opportunities for students to be involved in the direction and improvement of the school.
- Genuine and authentic approaches to building and fostering cultural responsiveness are a feature of the school, evidenced by the Aboriginal artwork and Noongar translations throughout the school and an Acknowledgement of Country proudly stating, 'we want to acknowledge that this land wasn't empty'.

Recommendations

The review team support the following:

- Continue the planned implementation of PBS, introducing opportunities for student voice to further support successful implementation.
- Proceed with the intention to outline the school's commitment to inclusion through the development of an inclusion plan to reflect the community the school serves.

Leadership

Trusted, committed and supportive leadership exists across the school. Authentic collaboration and collective responsibility for every child's success drives an improvement agenda focused on maximising the social, emotional and academic outcomes of students.

Commendations

The review team validate the following:

- A rigorous improvement agenda is being driven through staff engagement in self-assessment and consultation contributing to a sense of unity of purpose.
- Confident and competent aspirant leaders relish opportunities to lead and contribute to the enhancement of consistency of planning and practice. Supported professional growth opportunities includes both teachers and education assistants, and a commitment to distributed leadership, drives school improvement.
- School development days, staff meetings and professional learning communities are pivotal in the planning and implementation of school-wide change initiatives, promoting a strong sense of ownership for all team members.
- A performance management process is in place. Expansion of the process is intended to further improve the delivery of instruction with the implementation of instructional coaching.

Recommendations

The review team support the following:

- To support the rollout of instructional coaching, develop an implementation plan and expectations for instructional coaches to ensure low variability coaching practices.
- Further enhance the identification and development of aspirant leaders using the Western Australian Future Leaders Framework.

Use of resources

The astute financial acumen of the manager corporate services (MCS) ensures the responsive and innovative management of financial resources, providing all students with the best possible learning opportunities.

Commendations

The review team validate the following:

- Evidence-based decision making underpins high quality resource management. Clear and defensible links exist between budgeting and school priorities.
- Financial and workforce priorities are skilfully managed by the MCS and Principal, ensuring school resourcing and facility management is executed with agility to adapt and adjust to enrolment fluctuations and additional needs.
- Student characteristics funding is prioritised for both optimising the learning environment and building staff capacity for the implementation of whole-school approaches.
- Annual budgeting processes allow staff the ability to apply for funding aligned to school priorities, overseen and approved by the Finance Committee and endorsed by the School Board.
- There are clear, data informed links between the provision of support in classrooms for students with special educational needs and the distribution of targeted resources and access to allied professional support.

Recommendation

The review team support the following:

- Establish oversight of the school's information technology resources using the ICT² dashboard.

Teaching quality

High levels of teacher efficacy are reflected through a shared commitment to accountability and responsibility for every student's success. This reflects a collaborative teaching culture, featuring the prerequisite conditions to deliver impactful pedagogy that paves the path to academic success for all students.

Commendations

The review team validate the following:

- There is an interconnectedness between the processes that support effective instruction, including whole-school approaches, professional learning, school planning and the introduction of peer observations.
- Consciously competent staff participate in discourse about the merits and worth of a range of data that is collected to understand and deliver learning programs.
- There is a tangible sense that staff hold knowledge of the power of data informing their classroom practice.
- The implementation of daily reviews reflects a strategic shift from 'what we teach to how we teach'. Staff engage in collaborative meetings to plan and discuss progress ensuring a degree of uniformity of instruction and curriculum delivery.
- Education assistants support students through differentiated planning, guided by a multi-tiered response to intervention to ensure the learning needs of all students are met. The Skill Builders program is a noted highlight of the differentiated learning program, providing progress in both functional and academic areas.

Recommendation

The review team support the following:

- Engage all staff with the Department's Quality Teaching Strategy and Teaching for Impact resources to further strengthen high impact instruction and pedagogical practices.

Student achievement and progress

There is a united and determined resolve by staff to ensure every child can and will make continued, sustained progress.

Commendations

The review team validate the following:

- The school recognises the need to be responsive to longitudinal student achievement and progress and is committed to the implementation of data informed explicit teaching and learning to address gaps in the learning of students.
- A database has been established, in the form of a spreadsheet, that supports classroom planning and the tracking and monitoring of student achievement and progress.
- The SCSA³ Judging Standards are used systemically to inform student progress.
- Students appreciate that their teachers care deeply for them while also challenging them to be their best academically. Relational foundations supporting students to grow in their learning are a feature of the school.
- Formal events such as biannual parent teacher open afternoons, complemented by progress and semester reports, are combined with regular opportunities for parents to receive feedback and discuss their child's progress.

Recommendations

The review team support the following:

- Support the development of staff data literacy and the implementation of consistent school-wide approaches to data collection and analysis through professional learning, clear processes, collaborative data discussions, and accessible resources.
- Explore and develop collaborative opportunities for teachers and education assistants to determine the effectiveness of interventions and support the implementation of differentiation and connected practices across the school.

Reviewers	
Kate Wilson Director, Public School Review	Helen Taylor Principal, Aveley North Primary School Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 Try your best, Respect, Appreciate, Cooperate, Kindness
- 2 Information and communications technology
- 3 School Curriculum and Standards Authority